

# The Nursery

Huntsbank Farm, 356 Crewe Road, Wistaston, Crewe, Cheshire, CW2 6QT



<b>Inspection date</b>	3 November 2016
Previous inspection date	15 March 2016

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted that a new manager has been appointed.
- The provider has not informed Ofsted of changes to their circumstances.
- Information from observations is occasionally not used to identify as precisely as possible what children need to learn next. As a result, individual children's learning is not always meticulously planned for.
- On occasions, practitioners ask children questions that do not promote their swiftest learning or encourage them to follow their own interests.

### It has the following strengths

- Practitioners attend all mandatory training. For example, most practitioners hold current first-aid qualifications and know how to treat injuries to children. Managers know and follow the correct reporting procedures when injuries are serious.
- Managers carry out regular observations of activities. Practitioners have performance targets that help them to continuously improve the quality of their teaching.
- Practitioners check that spaces and equipment are safe before children play. The well-organised deployment of practitioners helps to keep children safe. For example, when children play outdoors, a practitioner always stays near the slide.
- Parents comment that they feel welcome and are kept informed about children's progress. Practitioners encourage parents to continue children's learning. For example, children choose storybooks at nursery to share with parents at home.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- develop knowledge and understanding of what should be notified to Ofsted. 18/11/2016

### To further improve the quality of the early years provision the provider should:

- make the most of what is known about individual children's achievements so that teaching focuses even more precisely on what they need to learn next and they are supported to make rapid progress
- strengthen questioning techniques to encourage children to follow their own interests and make swift progress.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Susan King

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has not told Ofsted that the manager of the nursery has changed. Furthermore, Ofsted has not been informed of all significant events that may affect the suitability of the provider. Nevertheless, arrangements for the management of the nursery are appropriate and the breaches to requirements do not have a significant impact on children's welfare. Safeguarding is effective. Managers know the action they must take in the event of an allegation being made against a member of the nursery team. Recruitment procedures are robust and all new employees are appropriately vetted. Arrangements for the supervision meetings for practitioners are supportive. There is an effective training programme and practitioners implement what they learn. For example, they recently attended training about effective teaching and learning. As a result, they made improvements to the way that written observations of children's learning are recorded.

### **Quality of teaching, learning and assessment is good**

Planned and spontaneous activities are varied and interesting and children demonstrate their eagerness to take part. Consistent routines help to promote children's progress. For example, pre-school children quickly find their key person at group time. They listen carefully to practitioners and each other. They take turns to speak and answer questions and this helps them to learn new information. Children's early reading is promoted well. Practitioners skilfully read with children individually and in groups. They repeat familiar stories and this helps children to remember the sequence of events. Managers collate information about children's achievements. They use the data to identify strengths and weaknesses in the programme of activities and implement plans for improvements.

### **Personal development, behaviour and welfare are good**

Relationships between children, practitioners and parents are consistently good. Children play happily in the well-equipped nursery. The exchange of information about younger children's care helps to promote their welfare and development. Children who have allergies to certain foods are safe because important information is clearly communicated. Children become independent. Younger children know the routine for taking finished pictures to dry. Older children take responsibility for sharing out desserts at lunchtime. Procedures for promoting positive behaviour help children to develop self-control and they learn to respect other people's views.

### **Outcomes for children are good**

All children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children who have special educational needs or disabilities make good progress from their starting points and gaps in attainment close steadily. Children speak and listen in small and larger groups. Pre-school children can predict what will happen next in familiar stories. They link sounds with written letters and begin to understand that words have a beginning sound. Children use numbers during daily routines and can count with increasing accuracy. Children know and follow daily routines. They know why they must wash their hands before they eat.

## Setting details

<b>Unique reference number</b>	305380
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1045431
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	The Nursery (Wistaston) Limited
<b>Registered person unique reference number</b>	RP527711
<b>Date of previous inspection</b>	15 March 2016
<b>Telephone number</b>	01270 568611

The Nursery was registered in 1996. The nursery employs 26 members of childcare staff. Of these, seventeen hold appropriate early years qualifications at level 3 and six at level 2. One member of staff holds early years teacher status. The nursery opens from Monday to Friday all year round, except for one week in the Christmas period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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